**The Core and MORE Instruction Checklist**

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| **The CCSS Standard: 4.MD.1**  **The Envision Lesson: 16-5** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| Copy center activity page 16-5  Copy enrichment 16-5 | millimeter, centimeter, decimeter, meter, kilometer, metric units |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| 16-5 Daily Spiral Review | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| Have different objects/pictures of objects on the front table and have students label which unit they would use to measure each with the vocabulary words. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| Pass out tape measures or rulers and have students find things around the room to measure in millimeters, centimeters, decimeters and meters.  QUESTIONS:  \*Why did you choose that unit?  \*Would it be reasonable to measure (object) using (unit)?  \*About how many millimeters tall is the principal? | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Draw 3 things that aren’t in this room and show how you would measure each using at least 2 different metric units. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  Students write down on a whiteboard which unit of measurement they would use to measure different items called out by the teacher. Students will be randomly called on to share their reasoning with the class. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Students do page 375 #13-16 | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| Use center activity 16-5 (first one) | |
| **HOMEWORK** | |
| Enrichment 16-5 | |